

# Emsworth Primary School

## Inspection report

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<b>Unique Reference Number</b>	116260
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338776
<b>Inspection dates</b>	4–5 May 2010
<b>Reporting inspector</b>	David Curtis

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	175
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Wright
<b>Headteacher</b>	Rosemary Law
<b>Date of previous school inspection</b>	5 May 2010
<b>School address</b>	Victoria Road Emsworth PO10 7LX
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## Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons and the six class teachers and the supply teacher in Year 6 were seen. Meetings were held with governors, staff, a representative from the Extended Services provision and the pupil governors. Inspectors observed the school's work, and looked at safeguarding documents, minutes of meetings held by the governing body, the school development plan and notes of visits by the School Improvement Partner. Inspectors looked at the 44 questionnaires returned by parents and those returned by staff and pupils in Years 3 to 6.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the teaching of reading in the Early Years Foundation Stage and in Years 1 and 2
- how successfully the school meets the needs of pupils with special educational needs and/or disabilities, especially in mathematics and science
- the effectiveness of leadership and management in meeting the needs of all groups of pupils
- the national and international dimensions of community cohesion.

## Information about the school

This is a smaller than average size primary school. The number on roll has fallen since the time of the last inspection. Most pupils are White British. The proportion of pupils with special educational needs and/or disabilities is above the national average. Most of these pupils have moderate learning difficulties, behavioural, social and emotional needs. The proportion of pupils who join or leave the school at other than the expected times is high. Children in the Early Years Foundation Stage are taught with Year 1 pupils in two mixed-age classes. The breakfast and after-school clubs are managed privately and are part of the local area Extended Services provision. At the time of the inspection, the deputy headteacher was absent on sick leave.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school has a number of important strengths. Children make a good start in the Early Years Foundation Stage because of effective provision that contributes to their good progress. Good progress continues in Years 1 and 2 because teaching is consistently good. Attainment in reading, especially for more able pupils, is improving rapidly, as the result of a greater focus on teaching comprehension skills. Attainment by the end of Year 2 is on a clear rising trend and is average, whereas four years ago it was low. In Years 3 to 6, the picture of attainment and progress is more variable. Attainment is broadly average in English and mathematics but below average in science. Progress, including that of pupils with special educational needs and/or disabilities, is good in English, satisfactory in mathematics but inconsistent in science. In Years 3 to 6, too much teaching is satisfactory and there is not enough that is good. This is a factor in uneven progress between subjects.

As a result of the many strengths in care, guidance and support, pupils feel safe in school, behave well and attendance levels are good. The school works effectively with a wide range of outside agencies and Extended Services to support pupils who are vulnerable. Strengths in the intensive support programmes led by skilled teaching assistants contribute to the good progress made in English by pupils with special educational needs and/or disabilities. Safeguarding arrangements are good and this is reflected in all parents and carers who returned the questionnaire agreeing that the school keeps their children safe.

In Years 3 to 6, pupils do not have sufficient help in understanding how they can improve their work. Whilst their work is marked regularly, there is inconsistency in informing pupils as to how they can improve it. Most pupils have individual targets, but there is significant variation within Years 3 to 6 as to how they are used by teachers and pupils. Whilst teaching assistants work effectively with individuals and groups of pupils, they are often not deployed effectively to support learning in whole-class teaching sessions.

The school's self-evaluation is mainly accurate and attainment has risen in Years 1 and 2 since the last inspection, as has pupils' progress in English in Years 3 to 6. The headteacher, senior leaders and governors have a clear set of priorities for school improvement. However, these are focused too much on provision and insufficient emphasis is given to measuring the impact on outcomes for pupils. The school has a satisfactory capacity for further improvement.

**What does the school need to do to improve further?**

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- Raise attainment and progress in science in Years 3 to 6 by:
  - ensuring sufficient time is allocated to teaching the subject
  - rigorously monitoring the quality of teaching and learning
  - setting measurable targets to demonstrate improved attainment.
- Increase the proportion of consistently good teaching in Years 3 to 6 to at least 80% by December 2010 through:
  - improving the consistency of teachers' marking in guiding pupils forward in their learning
  - ensuring that pupils know, understand and use their targets to help them with their next steps in learning
  - improving the deployment of teaching assistants in whole-class lesson introductions.
- Ensure that leadership and management have a much stronger focus on measuring the impact of actions taken to raise attainment and improve the consistency of provision.

**Outcomes for individuals and groups of pupils****3**

Learning is most successful when pupils work directly with teachers or teaching assistants. In whole-class lesson introductions or group discussions, most are keen to contribute to question and answer sessions. In a Year 2 mathematics lesson, pupils showed great confidence in explaining ways of dividing 20 by 4 to their classmates. In Year 6, pupils talked knowledgeably about the incident involving Thierry Henry in the World Cup qualifying round. When working with teachers and teaching assistants, pupils work hard and show good levels of sustained concentration. However, when working independently, especially in Years 3 to 6, pupils' levels of concentration tend to waiver, particularly as time progresses, primarily because they do not always understand exactly what they are expected to achieve by the end of the lesson. This is particularly the case in science.

Relationships between pupils are good and the school's programme, 'We Make Good Choices' has a positive impact on strengths in pupils' personal development. In the 'We Make Good Choices' assembly, pupils genuinely appreciated and applauded those who received certificates. Pupils make a good contribution to the school and local community. Pupil governors are elected democratically and value the secret ballot voting system. They used their '1,000 budget effectively, for example in improving the trim trail. Pupils benefit considerably through meeting representatives from other schools and local councillors in a programme aimed at improving provision for young people in Emsworth. Their understanding of the wider national and international communities is less well developed.

*These are the grades for pupils' outcomes*

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Teachers have good relationships with pupils and manage behaviour successfully. They make effective use of interactive whiteboards to demonstrate new skills, knowledge and understanding. Lessons have clear learning intentions and planning is usually matched to the different needs of pupils, including those with special educational needs/and or disabilities. However, teachers do not always explain clearly to pupils exactly what should be achieved by the end of a lesson. Small group and one-to-one teaching is effective, including sessions led by the skilled teaching assistants. Teachers make good use of residential and day visits and visitors to enrich children's learning. During the inspection, pupils in Year 1 produced some excellent writing following their visit to the local beach.

In the pupil questionnaires, a quarter said that they do not know how well they are doing at school. Inconsistencies in the use of individual targets contribute to this lack of understanding. The dates when targets are set are not always clear, nor when they are achieved. A number of targets are too vague or general and do not give pupils clear enough guidance on the next steps in learning. Too much marking focuses on telling pupils how well they have done rather than showing them how to improve their work. On occasions, marking is too generous and does not address issues relating to poor presentation of work, noticeably in science.

The effective support for all pupils makes a strong contribution to strengths in their

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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personal development, including the programme for personal, social and health education. Pupils and families benefit from the Extended Services provision for the area which is based in the school. Support is especially effective in strength in the personal development of pupils with behavioural, social and emotional needs. The school works tirelessly with a wide range of external support to meet the needs of vulnerable pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and senior leaders are focused strongly on tackling the significant impact on the school of high pupil mobility and significant variations in the proportion of pupils with special educational needs and/or disabilities within individual year groups. As a result, attainment in Years 1 and 2 is rising and in Years 3 to 6 progress in English is improving. The school improvement plan prioritises the need to raise attainment and improve pupils' progress but it lacks clear and measurable outcomes against which the school can measure its own performance. The governing body is hard working and very supportive of the school, especially in meeting the needs of pupils with special educational needs and/or disabilities. Governors are very proactive in seeking the views of parents and carers, although currently they do not seek the views of pupils. As with the senior leadership team, governors lack sufficient rigour in knowing the impact of their decisions on outcomes for pupils.

The governing body meets fully the current requirements for safeguarding pupils and child protection. The promotion of equality of opportunity and the way the school tackles discrimination ensure that all pupils are included fully in school life and there is no significant variation in the performance of groups of pupils. The school is very successful in its links with the immediate community, especially through Extended Services. The school has not fully implemented its plans to improve its links with, and pupils' understanding of, life in the wider national and international communities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>3</b>
	3

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children start school with attainment below that expected for four-year-olds. They make good progress in their learning so that by the time they leave Reception attainment is at the expected levels in all areas of learning. Children enjoy being at school and benefit from an exciting and well-resourced curriculum. They make good progress in key skills, especially in learning letters and sounds, because of effective teaching. Children work successfully individually, in pairs and in groups. Following their visit to the beach, children made very good attempts at writing accounts of what they saw and discovered. Effective teaching means that children's needs are met fully, bearing in mind the children are taught alongside pupils in Year 1. The two outdoor learning areas are used effectively, although they are not quite as well resourced as the indoor areas. Children enjoyed a letters and sounds session in the outdoor area, particularly in practising letter formation skills using the sand trays.

The phase leader is very knowledgeable and enthusiastic, with a strong understanding of Early Years Foundation Stage provision. She leads a dedicated and effective team who support all children very effectively. Partnerships with parents are strong, with an emphasis on providing good support so that parents can work with the school to develop their children's learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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## **Views of parents and carers**

Prior to the inspection the governing body carried out its own survey of parents' views and this may have impacted on the number of responses received by the Ofsted team.

Those parents and carers who made written positive comments said that they were very happy with the school and that it provides a caring environment and keeps their children safe. Inspectors agree that these aspects are strengths of the school. Negative comments related mainly to concerns about lack of progress in Years 5 and 6.

Inspection findings support the views that progress in Years 3 to 6 is uneven. Inspectors found no issues relating to the management of behaviour. In relation to concerns about leadership and management, the team found that leaders are focused on key priorities but that they are less secure in demonstrating whether such priorities are met.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Emsworth Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 44 completed questionnaires by the end of the on-site inspection. In total, there are 175 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	51	18	42	2	5	0	0
The school keeps my child safe	20	45	24	55	0	0	0	0
The school informs me about my child's progress	18	41	22	50	4	9	0	0
My child is making enough progress at this school	13	30	26	59	5	11	0	0
The teaching is good at this school	21	48	21	48	2	5	0	0
The school helps me to support my child's learning	15	34	24	55	5	11	0	0
The school helps my child to have a healthy lifestyle	16	36	20	45	7	16	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	27	25	57	3	7	0	0
The school meets my child's particular needs	11	25	24	55	9	20	0	0
The school deals effectively with unacceptable behaviour	12	27	22	50	8	18	1	2
The school takes account of my suggestions and concerns	14	32	24	55	5	11	0	0
The school is led and managed effectively	14	32	20	45	7	16	3	7
Overall, I am happy with my child's experience at this school	17	39	25	57	2	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



6 May 2010

Dear Pupils

Inspection of Emsworth Primary School, Emsworth PO11 7LX

Thank you for the warm welcome you gave my colleagues and me when we visited your school. In particular, I would like to thank all of you in Years 3 to 6 for filling in the questionnaire, and the pupil governors who met with us. Yours is a satisfactory school and these are some of the things that the school does well.

- Those of you in Reception and in Years 1 and 2 make good progress in your learning.
- In Years 3 to 6, you make good progress in English.
- Your behaviour is good and you feel safe in school.
- Adults care for you well.
- Your school works well with people from outside the school to help you with learning.
- You enjoy your residential trips, day visits, for example to the beach, and visitors to the school.

There are a number of important areas where your school needs to do better. I have asked your headteacher, staff and governors to:

- make sure that those of you in Years 3 to 6 spend more time learning about science so that you make good progress and reach standards that are similar to other pupils of your age
- make sure that those of you in Years 3 to 6 know exactly how to improve your work through better marking and use of your individual targets
- make sure that those who lead and manage your school put checks in place to show how well the actions they take to improve your school are working.

I hope you will continue to work hard in school and if you are not sure how you can improve your work then ask your teachers.

Yours sincerely

David Curtis

Lead inspector

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